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ABSTRACT

Project READ, an alternative language arts program for low-performing elementary students (grades 1 through 8), has been underway for 2 years in the Portland (Oregon) Public Schools. Targeted students include those identified as learning disabled and those who have auditory and/or visual memory problems. This report describes the second-year (1987-88) implementation of Project READ. The curriculum, which emphasizes phonics, comprehension, and written expression, is delivered through direct instruction strategies with a focus on multi-sensory activity learning. Teachers receive inservice training in the instructional strategies through weekly classroom demonstrations. A total of 1,279 students were identified for participation in Project READ in 1987-88 (including 524 students in grades 3 through 5, and 294 students in grades 6 through 8). Third through eighth-grade student achievement growth was measured by fall and spring scores on the Portland Achievement Levels Tests in reading and language usage. Results indicate gains were made in both reading and language usage at grade 5, and language usage gains were also educationally important for grades 7 and 8. There were no important differences in achievement growth for students who were in the project for 2 years; both first- and second-year Project READ students made gains in reading and language usage that were comparable to the mean grade-level gains of the district as a whole. Teacher survey data were also positive. Nine tables and one graph are included. An overview of Project READ; and the Project READ Observation Checklist, Concerns Questionnaire, and Accuracy/Mastery Test are appended. (TJH)

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1987-88 Evaluation Report

PROJECT READ

IN THE PORTLAND PUBLIC SCHOOLS

Research and Evaluation Dept.
Portland Public Schools
Portland, Oregon
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April 1989

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PROJECT READ

1987-88 Implementation

by

Carolyn Moilanen

Department of Research and Evaluation
Portland Public Schools

April, 1989

ADMINISTRATIVE SUMMARY

PROJECT READ
1987-88

Project READ is an alternative language arts program for low-performing students in grades 1-8. The curriculum emphasizes phonics, comprehension, and written expression, delivered through direct instruction strategies with a focus on multi-sensory activity learning. Regular classroom teachers receive on-going training in the instructional strategies through weekly classroom demonstrations. Teachers then use the alternative strategies within their regular reading or language arts program to meet the needs of targeted students who are identified as learning disabled or who have auditory and/or visual memory problems and are functioning below grade level in reading.

This report describes the second-year implementation of Project READ in the Portland Public Schools.

Participating students typically made reading and language usage gains equal to or greater than the district during the 1987-88 school year. Gains were educationally important in both reading and language usage at grade 5, and language usage gains were also educationally important for grade 7 and 8 Project READ students. There were no important differences in achievement growth for students who were in the Project for two years; both first and second-year Project READ participants made gains in reading and language usage which were comparable to the mean grade-level gains of the district as a whole.

Eight percent of the Project READ participants were identified for special education during the school year. While this is an increase over the percent identified during the pilot year, it is difficult to isolate reasons for the increase.

Teacher survey data indicate that teachers new to the program in 1987-88 were open to, and interested in, implementing Project READ. The program has an effective ongoing teacher-training component and observations conducted in a sample of classrooms at grades 1-5 indicated consistent use of Project READ strategies.

It is recommended that Project READ continue as an option for targeted students -- those identified as learning disabled or who have auditory and/or visual memory problems, and who are functioning below grade level in reading. It is also recommended that Project READ staff continue to monitor demonstration teaching so that ongoing teacher-training/modeling corresponds to specific program instructional strategies.

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INTRODUCTION

Project READ expanded its implementation from 14 to 22 schools during 1987-88. One hundred and twenty six teachers (70 newly-trained and 56 teaching in the Project for a second year) conducted classes in the Madison, Roosevelt, Jefferson, Franklin/Marshall and Wilson Clusters during the 1987-88 school year.

There were three goals for the second-year implementation:

- To provide regular classroom teachers ongoing support and training in an alternative teaching strategy for use with low-performing reading/language students.
- To improve student achievement in reading and/or language usage.
- To reduce the number of students identified for special education programs.

The Director of the Curriculum Department requested the services of the Department of Research and Evaluation to evaluate the second-year implementation of Project READ in terms of these goals. Information for the report was collected from Curriculum Department documents, from classroom observations of a representative sample of second-year teachers and from a "Project READ Stages of Concern" survey questionnaire administered to teachers new to the program in 1987-88. Third through eighth grade student achievement growth was measured by Fall and Spring scores on the Portland Achievement Levels Tests (PALT) in reading and language usage. Special Education identification information was summarized from participating teachers' review of Building Screening Committee records.

PROGRAM DESCRIPTION

Project READ is an alternative language arts program for low-performing students in grades 1-8 who are identified as learning disabled or who have auditory and/or visual memory problems. The curriculum emphasizes phonics, comprehension, and written expression, delivered through direct instruction

strategies with a focus on multi-sensory activity learning. Regular classroom teachers receive training in the instructional strategies, which they apply to a specific Project READ curriculum coordinated with their integrated language arts program. Project READ is designed to be used within the regular classroom program for targeted students who have problems processing written and oral language and who are functioning below grade level in reading. In many instances, participation in Project READ reduces the amount of time identified students are removed from the regular classroom for instruction.

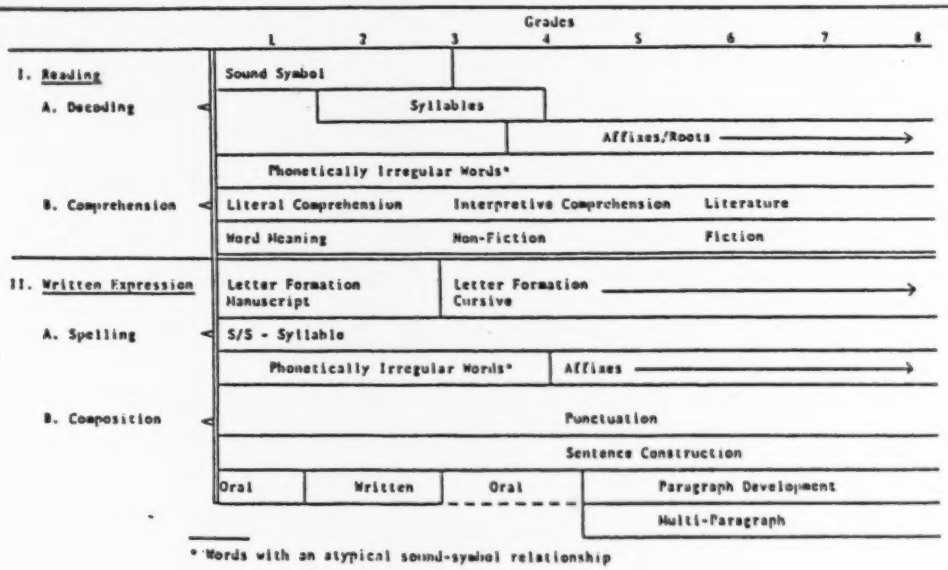
Project READ does not require an additional expenditure of time for instruction. It allows teachers to use an alternative methodology integrated with their other reading and writing instruction. While Project READ is not intended to be a remedial, compensatory or supplementary program, its strategies are used by teachers in Chapter 1, ESL and Special Education Resource Room programs.

Project READ is based on a modification of Orton-Gillingham methods which are widely used for the instruction of children identified for special education as learning disabled. Program developers contend that Project READ training can equip all teachers with effective strategies to meet the needs of at-risk students within a regular classroom instructional program, and that a successful Project READ intervention may preclude some students' referral for special education services. This contention is based on the assumption that some children's low reading performance may be related to unsuitable instructional methodology rather than to a learning disability.

The Project READ curriculum provides sequenced skill development in phonics, reading comprehension, and written expression. Table 1 displays an overview of the program curriculum.

Table 1

Overview of READ Curriculum Strands



The Project READ instructional strategies include:

1. A **systematic** presentation of skills, i.e., skills to be developed are presented from the simplest to the most complex and from the most frequently to the least frequently used.

2. **Multi-sensory** (verbal, auditory, kinesthetic and tactile) learning experiences.

3. **Activity-based** learning.

4. Characteristics of **direct instruction**, e.g., the teacher controls and directs the learning process by:

   a. Structuring the lesson in small sequenced units,
   b. Pacing instruction to allow for frequent practice,
   c. Reinforcing correct responses,
   d. Correcting errors,
   e. Closely monitoring student progress,
   f. Utilizing small group instruction, and
   g. Modeling generalization of mastered skills.

5. Use of the **Madeline Hunter Lesson Plan Design** which calls for:

a. Anticipatory set (focus, practice, establish readiness),
b. Statement of lesson objectives,
c. Delivering information,
d. Modeling practice and learning behavior,
e. Checking for understanding,
f. Guiding practice, and
g. Providing for independent practice.

Teacher Training and Support

Project READ is supported by the Curriculum Department with a District allocation of 3.5 FTE--a Project READ Coordinator and three Project READ demonstration teachers (two teachers on leave from a regular classroom teaching assignment and one special education resource room teacher who works half-time on Project READ). This Project READ training team conducts weekly classroom demonstrations in Project READ classes, prepares monthly grade-level lesson plans for teachers, prepares and distributes a monthly newsletter, and provides ongoing teacher training and inservice through meetings and skill workshops in response to teacher requests.

A unique feature of Project READ is its ongoing teacher training and support component. Each Project READ teacher has a demonstration lesson conducted in his or her own classroom every week during the school year. The Project READ training team conducts many of the demonstrations, but in 1987-88, fifteen second-year Project READ teachers served as building demonstration teachers for their peers. The frequent opportunities for observation are intended to maintain a high-quality implementation by modelling appropriate use of the Project READ instructional strategies, and giving teachers opportunities to observe their students' performance in specific lessons.

Student Selection

Students are identified for participation in Project READ at the building level. Criteria for identification include performance below 80% on Project

READ Mastery Test, or a P-score of 43 or lower on the PALT in reading/language usage. Students may also be identified by other procedures used to identity at-risk learners at individual building sites. Project staff recommend that students working on or above grade level and who are successful with the adopted whole-language approach not be placed in Project READ.

A total of 1,279 students were identified for participation in Project READ in 1987-88. Thirty-six percent (n=460) were first and second graders, 41% (n=524) were in grades 3-5 and 23% (n=294) were middle school students in grades 6-8. Twenty-nine percent of the identified students (n=374) were also identified for Chapter 1 reading and eleven percent (n=140) were Special Education students.

Table 2 profiles the grades three through eight Project READ group based on their Fall, 1987 achievement scores on the PALT for reading and language usage. RIT and P-score means are displayed by grade level for Project READ students.

Table 2

Fall 1987 Achievement Profile for Project READ Students
Grades 3-8

	READING			LANGUAGE USAGE	
GRADE	N	RIT MEAN	P-SCORE MEAN	N	RIT MEAN	P-SCORE MEAN
3	170	180.2	43	166	180.8	44
4	134	191.5	45	131	191.2	44
5	149	196.3	43	149	196.0	43
6	136	197.5	41	133	197.2	41
7	95	205.6	43	94	206.0	44
8	33	203.9	39	33	204.3	40

RIT scores are equal-interval curriculum-based scores that are obtained from the PALT. They show a level of basic skills attainment on a scale from 140 to 270. The group RIT means range from 7 to 16 points lower than RIT means at comparable grade levels. The P-score means show the Project READ

group's level of achievement relative to other Portland students in the same grade. The average P-score at any grade level is 50. When compared to the whole District, the Project READ group's performance may be described as low in reading and language usage.

EVALUATION

The purpose of the evaluation was to examine students' language arts achievement gains, to collect information on Project READ's contribution to reduced Special Education referral rates, and to document the implementation of Project READ strategies and the effectiveness of the teacher training model. The evaluation questions were:

1. What are the reading/language usage achievement outcomes for Project READ student groups?

2. What are Special Education referral rates for Project READ students?

3. To what extent are Project READ strategies implemented? and, What are new teachers' concerns about the Project READ innovation?

Student Achievement

Project READ students in grades 3 through 8 took the PALT in reading and language usage during fall and spring of the 1987-88 school year. Reading achievement data were available for 713 students, and language usage achievement data were available for 703 students.

Mean achievement gains of the pilot group were compared with mean achievement gains of third through eighth graders District-wide. For both groups, (pilot as well as District-wide third grade) only clear and intact group scores were used; that is, only if third grade student had both a fall and spring mathematics score in the same school, would the score be included for comparative data analysis.

The results are reported in tables using Fall and Spring RIT means, RIT gains, deviation scores, and standardized residuals.

1. RIT scores are equal interval curriculum-based scores obtained from the PALT. They show a level of basic skills achievement on a scale from 140 to 270.

2. Deviations are group statistics showing the deviation of a group mean from a mean of all group RIT means in the District.

3. The RIT gain is the amount of difference between the fall and spring RIT means.

4. Standardized residuals are standard scores determined from the relationship between the amount of gain made between fall and spring and the fall achievement level. Based on this relationship, a gain for a group of students is predicted from their fall achievement levels, and the predicted gain is compared with the actual gain. The difference between the actual and predicted gains is called the "residual." A positive standardized residual indicates that the group's actual gain was greater than their predicted gain, and larger than the gain of other groups with the same fall achievement level. A negative standardized residual indicates that the group gained less than was predicted, and less than other groups who began the year at the same achievement level.

Tables 9 and 10 display fall and spring grade level group means, average group gains, group deviations from District grade level means, and standardized residuals.

Table 9

Reading RIT Means, Deviations and Standardized Residuals
for Project READ Groups, 1987-88

Grade	Fall 87 RIT Mean	Spring 88 RIT Mean	1987-88 RIT Gain	Fall 87 Deviation	Spring 88 Deviation	Standardized Residual	N's
3	180.19	188.41	8.21	-2.10	-1.85	.37	170
4	191.45	199.72	8.26	-1.35	-1.27	.05	134
5	196.32	203.96	7.64	-1.59	-1.34	.63	149
6	197.50	204.25	6.74	-2.26	-2.26	-.31	136
7	205.56	211.51	5.94	-1.78	-1.67	.37	95
8	203.86	208.75	4.89	-2.35	-2.60	-2.14	29
Total	193.32	200.71	7.38	-1.85	-1.72	.13	713

Table 10

Language Usage RIT Means, Deviations and Standardized Residuals
For Project READ Groups, 1987-88

Grade	Fall 87 RIT Mean	Spring 88 RIT Mean	1987-88 kIT Gain	Fall 87 Deviation	Spring 88 Deviation	Standardized Residual	N's
3	180.76	191.11	10.34	-1.68	-1.59	.00	166
4	191.23	199.84	8.61	-1.41	-1.45	-.32	131
5	195.99	204.04	8.04	-1.71	-1.44	.92	149
6	197.22	203.87	6.64	-2.37	-2.31	.15	133
7	206.02	211.09	5.07	-1.68	-1.58	.71	94
8	205.13	209.70	4.56	-2.47	-2.30	.84	30
Total	193.47	201.35	7.88	-1.80	-1.70	.29	703

In general, Project READ students made gains comparable to those of other District students at similar grade levels. Fifth grade Project READ students gained more than was predicted in both reading and language usage. Seventh and eighth graders made gains greater than predicted in language usage, though the eighth grade Project READ group gained less in reading than other groups who started the year at the same achievement level.

Chapter 1. Tables 11 and 12 display gains for the Chapter 1 groups who participated in Project READ. Because there were fewer than 15 Chapter 1 eighth graders, they are not included in the statistical analysis.

Table 11

Reading RIT Means, Deviations and Standardized Residuals
For Chapter 1 Project READ Group, 1987-88

Grade	Fall 87 RIT Mean	Spring 88 RIT Mean	1987-88 RIT Gain	Fall 87 Deviation	Spring 88 Deviation	Standardized Residual	N's
3	167.21	178.09	10.87	-4.86	-3.85	2.08	33
4	182.70	191.35	8.64	-3.03	-2.94	-.14	31
5	186.54	195.00	8.45	-3.28	-2.94	.71	22
6	193.14	200.14	7.00	-3.07	-3.08	-.48	50
7	196.90	203.87	6.96	-3.34	-3.16	.64	31

Table 12

Language Usage RIT Means, Deviations and Standardized Residuals
For Chapter 1 Project READ Groups, 1987-88

Grade	Fall 87 RIT Mean	Spring 88 RIT Mean	1987-88 RIT Gain	Fall 87 Deviation	Spring 88 Deviation	Standardized Residual	N's
3	170.78	184.34	13.56	-3.65	-2.96	1.62	32
4	180.35	190.54	10.19	-3.46	-3.40	-.28	31
5	187.27	195.45	8.18	-3.28	-3.09	.40	22
6	193.69	200.02	6.32	-3.04	-3.10	-.63	49
7	196.77	203.41	6.64	-3.41	-3.11	2.31	31

Reading gains for third, fifth, and seventh grade Chapter 1 groups were greater than the average district gains at those grade levels. Language usage gains for third and seventh grade Chapter 1 groups were similarly greater than comparable district averages.

Special Education. Tables 13 and 14 display gains for special education groups who participated in Project READ. Where grade level data are not reported, the special education student groups wre fewer than 15, a number too small to be included in a meaningful statistical analysis.

Table 13

Reading RIT Means, Deviations and Standardized Residuals
For Special Education Project READ Group, 1987-88

Grade	Fall 87 RIT Mean	Spring 88 RIT Mean	1987-88 RIT Gain	Fall 87 Deviation	Spring 88 Deviation	Standardized Residual	N's
3	177.77	185.27	7.50	-2.62	-2.46	.00	18
4	179.75	189.00	9.25	-3.60	-3.41	.11	16
5	190.86	199.33	8.46	-2.53	-2.17	.91	15

Table 14

Language Usage RIT Means, Deviations and Standardized Residuals
For Special Education Project READ Groups, 1987-88

Grade	Fall 87 RIT Mean	Spring 88 RIT Mean	1987-88 RIT Gain	Fall 87 Deviation	Spring 88 Deviation	Standardized Residual	N's
3	174.72	187.94	13.22	-2.87	-2.23	1.57	18
4	179.37	189.25	9.87	-3.65	-3.68	-.62	16

Third and fourth grade special education students made reading gains comparable to district averages at those grade levels; fifth graders gained more than the fifth grade district average. In language usage, third grade special education groups gained more than the district average and fourth graders gained less.

Long-Term Participation in Project READ. There were no important differences in the achievement growth of students who were in Project READ for one or two years. Overall, both first and second-year Project READ participants made gains in language usage and reading which were comparable to mean gains of the district as a whole.

Special Education Referrals

One of Project READ's goals is to reduce the number of students identified for special education programs. This goal is based on the premise that some students' failures in reading are related more to their need for alternative instructional methods than to their lack of ability to learn. Project READ staff expect that the alternative instructional approach of their program will meet the needs of some students who might otherwise be identified as learning disabled. Project READ can serve as a pre-referral intervention because the program provides teachers with alternative strategies to meet specific needs within the regular classroom program.

During the school year, 158 students were referred to their Building Screening Committee (BSC) for special education assessment and 87 students (approximately 8% of the non-special education Project READ population) qualified for special education services. Twenty-nine students did not qualify, and the disposition of the 42 others remained pending at the end of the school year.

The percentage of Project READ students identified for Special Education increased from three to eight percent between the first and second years of Project READ implementation. Because the District does not yet maintain uniform statistics on rates of program referral and placement in special education, there are no data with which to compare these figures. Because it is a stated goal of the program to maintain students in the regular school program by providing alternative instruction in lieu of identifying students for special services, Project READ staff should continue to monitor their students' referrals and placement in Special Education.

Classroom Observations of the Implementation

The Project training staff identified key features of the Project READ program in terms of curriculum content, teacher behaviors, and student activities. The information was used to develop a Project READ Observation Checklist to document general instructional strategies and features of the program. The checklist did not distinguish critical and related instructional components, nor was it expected that all of the checklist items be observed during a single classroom visitation. A copy of the observation checklist is in the Appendix.

Observations were conducted in 11 Project READ classrooms. Regular, Chapter 1, and special education students in grades one through eight were observed during 30-45 minute classes conducted by second-year Project READ teachers, five of whom also served as building demonstration teachers. The two middle school classes which were observed had combined parts of Project READ with a variety of other programs and delivered the instruction to whole-class groups of 12 to 15 students each. Because of their electric approach, it was not possible to isolate and document the unique instructional features of Project READ during the middle school visitations.

Conduct of the lessons, and nature of student participation was uniform for student groups in grades one through five. The content of instruction included specific phonics skills, rules and definitions with occasional related spelling lessons. Students spent class time practicing applications of the specific skills to reading specific words, separately and within the context of phrases and sentences. Students practiced speaking, writing, and reading sentences and paragraphs which included words with the day's phonetic elements included. Teachers typically checked for both pronunciation and word meaning within the sentence/story contexts.

In general, the observed students were active participants in the day's lesson; because instructional group size ranged from three to nine students, it was possible to document individual student participation in the learning activities. Because of the small groups, students could participate

frequently during language practice, and teachers reinforced student responses with verbal praise, stickers, and applause. Teachers always addressed students by name when speaking to them. Teachers corrected student errors with cooperative techniques, by modeling appropriate responses and checking students' comprehension through repetition, conversations and questions.

The Project READ teachers required that students exhibit responsible learning behavior such as correct seating posture and continuous eye contact with the teacher. If students were off task, the teacher spoke to them quietly and refocused them on the lesson at hand. In one class, a point system for appropriate learning behaviors was displayed and referenced. Teachers used a variety of signals (sound, claps, finger/arm/sky spelling) as well as conversation to guide and monitor student practice. Listening activities, the use of charts and a wide variety of teacher-made props specific to curriculum elements were employed.

Teacher Concerns about Project READ

The "Stages of Concern (SoC) Questionnaire" is a 35-item survey instrument designed to identify the relative intensity of concerns typically associated with curriculum innovation. A copy of the questionnaire is in the Appendix. Table 15 displays seven developmental stages of concern with related definitions. It is important to note that "concern" connotes neither dislike nor negativity toward an innovation, but refers instead to a natural developmental pattern which occurs when changes are made in curriculum or in the instructional processes.

Table 15

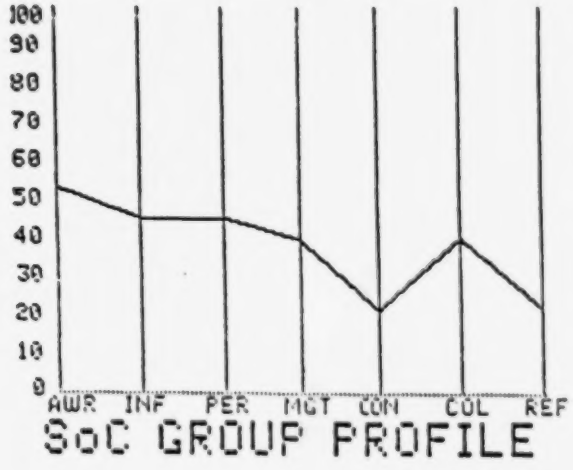
Stages of Concern About the Innovation[2]

0	*AWARENESS*: Little concern about or involvement with the innovation is indicated.
1	*INFORMATIONAL*: A general awareness of the innovation and interest in learning more detail about it is indicated. The person seems to be unworried about herself/himself in relation to the innovation. She/he is interested in substantive aspects of the innovation in a selfless manner such as general characteristics, effects, and requirements for use.
2	*PERSONAL*: Individual is uncertain about the demands of the innovation, her/his inadequacy to meet those demands, and her/his role with the innovation. This includes analysis of her/his role in relation to the reward structure of the organization, decision making, and consideration of potential conflicts with existing structures or personal commitment. Financial or status implications of the program for self and colleagues may also be reflected.
3	*MANAGEMENT*: Attention is focused on the processes and tasks of using the innovation and the best use of information and resources. Issues related to efficiency, organizing, managing, scheduling, and time demands are utmost.
4	*CONSEQUENCE*: Attention focuses on impact of the innovation on students in her/his immediate sphere of influence. The focus is on relevance of the innovation for students, evaluation of student outcomes, including performance and competencies, and changes needed to increase student outcomes.
5	*COLLABORATION*: The focus is on coordination and cooperation with others regarding use of the innovation.
6	*REFOCUSING*: The focus is on exploration of more universal benefits from the innovation, including the possibility of major changes or replacement with a more powerful alternative. Individual has definite ideas about alternatives to the proposed or existing form of the innovation.

[2] Original concept from Hall, G.E., Wallace, R.C., Jr., & Dossett, W.A. (1973). A developmental conceptualization of the adoption process within educational institutions. Austin: Research and Development Center for Teacher Education, The University of Texas.

During the spring of 1988, the "Stages of Concern Questionnaire" was sent to the 70 teachers who were participating for the first time in Project READ during the 1987-88 school year. The purpose of the data collection was to profile the new user group in terms of affect of developmental concern about the Project READ innovation. Forty-seven questionnaires (67%) were returned for analysis. Individual responses to the questionnaire items were aggregated to produce a group profile. Figure 1 presents the group profile and includes group percentile scores for each stage of concern. The relative intensity of each stage of concern is presented by the percentile score; the higher the percentile score, the more intense the concern.

Figure 1
Stages of Concern Group Profile
for Project READ Teachers



Summary Profile for Project Read,
Containing 47 Records for 1987-88
Average Percentile Scores by Stage of Concern:

Awareness:	53	Consequence:	21
Information:	45	Collaboration:	40
Personal:	45	Refocusing:	22
Management:	39		

The goal of interpreting the SoC Group Profile was to present an overall perspective of the relative intensity among the stages of concern for the respondent group. For the Project READ group, Awareness, Information and Personal were the concerns highest in intensity; all three of these are characteristic of new users of an innovation. The profile suggests that the teachers participating in Project READ had a personal interest in the innovation and its consequences for them. It also suggests that the teachers were generally open to and interested in the innovation.

The 1987-88 Project READ teacher profile was much like that of the 1986-87 pilot teachers' profile whose highest concerns were Personal, Collaboration, Awareness and Information, in that order.

CONCLUSIONS

Project READ appears to have an effective teacher-training component which produces a consistent implementation of the program's most important instructional features: active student participation, monitoring and multisensory learning experiences. The Project READ staff maintained their schedule of regular classroom demonstrations in participating classrooms. Observations of a small group of Project READ teachers serving as building-level demonstrators suggests that including them as trainers was a successful innovation in the second year of the program. The Stages of Concern Group Profile indicates that the second group of trained teachers can be characterized as early users; their responses reflect active involvement with and interest in the Project READ implementation.

Participating students typically made reading and language usage gains equal to or greater than the district during the 1987-88 school year. Gains were educationally important in both reading and language usage at grade 5, and language usage gains were also educationally important for grade 7 and 8 Project READ students. There were no important differences in achievement growth for students who were in the Project for two years; both first and second-year Project READ participants made gains in reading and language usage which were comparable to the mean grade-level gains of the district as a whole.

Eight percent of the Project READ participants were identified for special education during the school year. While this is an increase over the percent identified during the pilot year, it is difficult to isolate reasons for the increase.

RECOMMENDATIONS

It is recommended that Project READ continue as an option for targeted students -- those identified as learning disabled or who have auditory and/or visual memory problems, and who are functioning below grade level in reading.

It is also recommended that Project READ staff continue to monitor demonstration teaching so that ongoing teacher-training/modeling corresponds to specific program instructional strategies.

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APPENDIX

- The ABC's of Project READ
- Project READ Observation Checklist
- Project READ Stages of Concern Questionnaire
- Description of Project READ Accuracy/ Mastery Test in Phonology

THE ABC'S OF PROJECT READ

WHAT IS PROJECT READ?

Project READ is an alternative way of teaching reading and writing strategies which are used in the reading and writing process. Project READ is multisensory, systematic, and utilizes a direct instructional model.

WHO BENEFITS FROM PROJECT READ?

Project READ is designed for students in grades one through six who are identified as learning disabled or who have auditory and/or viual discrimination and/or memory problems. Students demonstrate these problems when processing written and/or oral language. Project READ students learn best through a "step-by-step" approach which goes from simple to complex.

WHO TEACHES PROJECT READ?

Project READ is designed to be used by the classroom teacher. This alternative approach may be used effectively in a Resource Center with identified learning disabled students.

HOW ARE TEACHERS TRAINED?

Teachers are given initial training in Project READ instructional strategies. These basic skills are refined, reinforced and expanded through the continued support of a Project READ resource demonstration teacher throughout the school year. This teacher demonstrates these instructional strategies with the classroom teacher's identified group and provides other kinds of ongoing support as well. Regularly scheduled planning and staff development opportunities are also held.

WHO IS RESPONSIBLE FOR PROJECT READ?

Project READ was developed and implemented in our District as a result of a cooperative effort between Curriculum and Special Education Departments. The Curriculum Department, which is supervised by the Director of Curriculum, is responsible for the Project READ program. An elementary principal has been assigned to direct the day-to-day planning, organization and implementation of Project READ in participating pilot schools. A team of Project READ facilitator teachers, which are funded by both departments, and school-based resource demonstration teachers assist classroom teachers.

WHAT KIND OF MATERIALS ARE USED WITH PROJECT READ?

Project READ is not a total reading program, but rather an instructional model which provides teachers with alternative strategies for the teaching of specific reading skills. Teacher resource guides for each component of Project READ explain how to teach these strategies. They also contain a variety of activities, articles, and short stories which are intended for student use during the initial stages of instruction. Students are then expected to apply these strategies to other reading experiences.

WHAT ARE THE COMPONENTS OF PROJECT READ?

There are three major components or strands to Project READ:

Strand 1 - PHONOLOGY

A systematic, multisensory approach to phonics instructions based on a modification of the Gillingham-Stillman method. The major emphasis in this strand is to develop effective use of phonics for word decoding in reading and spelling. Instruction begins in grade 1 and continues through grade 6.

Strand 2 - COMPREHENSION

Students learn to decode words in a systematic, multisensory approach and need the same approach in learning reading comprehension skills. The major goal in this strand is to help students learn skills which allow them to function independently with all aspects of reading. Instructional emphasis shifts to reading comprehension and vocabulary extension when the learner has mastered the mechanics of our language. Instruction begins toward the end of grade one and is given major focus in grades four through six.

Strand 3 - SENTENCE STRUCTURE

Students are taught how words function within a sentence. First, students examine a basic "barebone sentence." The subject and predicate word is then expanded through simple, compound, and complex sentence patterns. Symbols are used to diagram a sentence sot ht the relationship between the "barebone" and expanded portion of the sentence is understood. Students are given opportunities to practice these concepts through a variety of creative writing experiences. Some students use the skills to formulate sentences; most apply the knowledge in the editing process. This strand begins in the middle of grade one and continues through grade six.

HOW ARE STUDENTS IDENTIFIED TO PARTICIPATE IN PROJECT READ?

While the program was first designed for learning disabled students, it has proven to be an effective alternative for students who are working below their asigned level but do not qualify for special education support.

Students in the participating schools will be identified by the teachers in each school, along with the assistance of the Project READ team. Portland Achievement Levels tests, and other test assessment devices, along with teacher judgement, are used by teachers to identify students. The District's Evaluation Department will closely monitor student achievement during the beginning years of the program.

HOW AND WHERE DID PROJECT READ BEGIN?

Project READ started in 1970 within a Minneapolis suburban school district as a means to reduce student reading problems. What started as a three-year experimental program has continued to the present and has been replicated by other districts across the country.

Victoria Greene and Dr. Mary Lee Enfield, co-authors of Project READ, constantly revise and add to the program in an effort to develop more effective learning opportunities for both students and teachers. However, the basic goals have remained the same year after year: "to provide more effective reading instruction to a greater number of students at reduced student costs (than through special education), to strengthen communication and coordination between special education and classroom language arts instruction, and to reduce the stigma which frequently is associated with student removal from the classroom instructional atmosphere."

Jane Arkes, Director
Project READ
Revised 1988-89

PROJECT READ OBSERVATION CHECKLIST

ACTIVE PARTICIPATION (whole class)

_____ 1. Everyone doing something observable by teacher

DIRECT INSTRUCTION (critical)

_____ 1. Small sequenced units

_____ 2. Frequent practice

_____ 3. Reinforce correct response

_____ 4. Correct errors

_____ 5. Monitor student progress

_____ 6. Small group instruction

_____ 7. Modeling generalization of mastered skills

MULTI-SENSORY (critical)

_____ 1. Verbal learning experiences

_____ 2. Auditory learning experiences

_____ 3. Visual learning experiences

_____ 4. Kinesthetic learning experiences

MADELINE HUNTER ELEMENTS

_____ 1. Anticipatory set (focus, practice, establish readiness)

_____ 2. STATEMENT OF OBJECTIVES (critical)

_____ 3. Deliver information

_____ 4. Model practice, learning behavior

_____ 5. Check for understanding

_____ 6. Guide practice

_____ 7. Provide independent practice

SMALL SKILLS TO LARGE (critical)

_____ 1. Systematic, logical links related among skills

NOTES:

Project READ

Concerns Questionnaire

Name (optional) _____

In order to identify these data, please give us the last four digits of your Social Security number:

____ ____ ____ ____

The purpose of this questionnaire is to determine what people who are using or thinking about using Project READ are concerned about at various times during the innovation adoption process. The items were developed from typical responses of school and college teachers who ranged from no knowledge at all about various programs to many years experience in using them.

Therefore, a good part of the items on this questionnaire may appear to be of little relevance or irrelevant to you at this time. For the completely irrelevant items, please circle "0" on the scale. Other items will represent those concerns you do have, in varying degrees of intensity, and should be marked higher on the scale.

For example:

This statement is very true of me at this time.	0	1	2	3	4	5	6	7
This statement is somewhat true of me now.	0	1	2	3	4	5	6	7
This statement is not at all true of me at this time.	0	1	2	3	4	5	6	7
This statement seems irrelevant to me.	0	1	2	3	4	5	6	7

Please respond to the items in terms of your present concerns, or how you feel about your involvement or potential involvement with Project READ. Please think of it in terms of your own perception of what it involves. Phrases such as "the innovation," "this approach," and "the new system" all refer to Project READ. Remember to respond to each item in terms of your present concerns about your involvement or potential involvement with Project READ.

Thank you for taking time to complete this task.

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PROJECT READ STAGES OF CONCERN

QUESTIONNAIRE ITEMS

0 Irrelevant	1 Not true of me now	3 Somewhat true of me now	4	5	6 Very true of me now	7

1.	I am concerned about students' attitudes toward Project READ.	0	1	2	3	4	5	6	7
2.	I now know of some other approaches that might work better.	0	1	2	3	4	5	6	7
3.	I don't even know what Project READ is.	0	1	2	3	4	5	6	7
4.	I am concerned about not having enough time to organize myself each day.	0	1	2	3	4	5	6	7
5.	I would like to help other faculty in their use of Project READ.	0	1	2	3	4	5	6	7
6.	I have a very limited knowledge about Project READ.	0	1	2	3	4	5	6	7
7.	I would like to know the effect of reorganization on my professional status.	0	1	2	3	4	5	6	7
8.	I am concerned about conflict between my interests and my responsibilities.	0	1	2	3	4	5	6	7
9.	I am concerned about revising my use of Project READ.	0	1	2	3	4	5	6	7
10.	I would like to develop working relationships with both our faculty and outside faculty using Project READ.	0	1	2	3	4	5	6	7
11.	I am concerned about how Project READ affects students.	0	1	2	3	4	5	6	7
12.	I am not concerned about Project READ.	0	1	2	3	4	5	6	7
13.	I would like to know who will make the decisions in the new system.	0	1	2	3	4	5	6	7
14.	I would like to discuss the possibility of using Project READ.	0	1	2	3	4	5	6	7
15.	I would like to know what resources are available if we decide to adopt Project READ.	0	1	2	3	4	5	6	7
16.	I am concerned about my inability to manage all Project READ requires.	0	1	2	3	4	5	6	7
17.	I would like to know how my teaching or administration is supposed to change.	0	1	2	3	4	5	6	7

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0 Irrelevant	1 Not true of me now	3 Somewhat true of me now	4	5	6 Very true of me now	7

18.	I would like to familiarize other departments or persons with the progress of this new approach.	0	1	2	3	4	5	6	7
19.	I am concerned about evaluating my impact on students.	0	1	2	3	4	5	6	7
20.	I would like to revise Project READ's instructional approach.	0	1	2	3	4	5	6	7
21.	I am completely occupied with other things.	0	1	2	3	4	5	6	7
22.	I would like to modify our use of Project READ based on the experiences of our students.	0	1	2	3	4	5	6	7
23.	Although I don't know about Project READ, I am concerned about things in the area.	0	1	2	3	4	5	6	7
24.	I would like to excite my students about their part in this approach.	0	1	2	3	4	5	6	7
25.	I am concerned about time spent working with nonacademic problems related to Project READ.	0	1	2	3	4	5	6	7
26.	I would like to know what the use of Project READ will require in the immediate future.	0	1	2	3	4	5	6	7
27.	I would like to coordinate my effort with others to maximize Project READ's effects.	0	1	2	3	4	5	6	7
28.	I would like to have more information on time and energy commitments required by Project READ.	0	1	2	3	4	5	6	7
29.	I would like to know what other faculty are doing in this area.	0	1	2	3	4	5	6	7
30.	At this time, I am not interested in learning about Project READ.	0	1	2	3	4	5	6	7
31.	I would like to determine how to supplement, enhance, or replace Project READ.	0	1	2	3	4	5	6	7
32.	I would like to use feedback from students to change the program.	0	1	2	3	4	5	6	7
33.	I would like to know how my role will change when I am using Project READ.	0	1	2	3	4	5	6	7
34.	Coordination of tasks and people is taking too much of my time.	0	1	2	3	4	5	6	7
35.	I would like to know how Project READ is better than what we have now.	0	1	2	3	4	5	6	7

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Project Read
Bloomington Public Schools
Bloomington, MN 55420

A

Accuracy/Mastery Test - Phonology

Name _____ Grade _____

School _____ Date _____

	Score	% Correct	80% Accuracy/ Mastery
I. Sound Symbol			
Consonants	/20		(16)
Short Vowels	/ 5		(4)
Digraphs	/ 5		(4)
Initial Blends & Clusters	/15		(12)
Ending Blends	/10		(8)
Total	/55	_____	(44)
II. Words to Read			
One Syllable	/25		(20)
Polysyllable	/ 5		(4)
Phonetically Irregular	/10		(8)
Total	/40	_____	(32)
III. Syllable Division	/21	_____	(17)
IV. Spelling	/10	_____	(8)
V. Sentence Dictation			
Capital Letters	/ 5		(4)
End Punctuation	/ 4		(3)
Spelling	/18		(14)
Total	27	_____	(21
TOTAL POINTS	153	_____	(122)

Bloomington Public Schools
Bloomington, MN 55420

B

Accuracy/Mastery Test - Phonology

Name _____ Grade _____

School _____ Date _____

	Score	% Correct	80% Accuracy/ Mastery
I. Sound Symbol			
Consonants & Digraphs	/15		(12)
Vowels	/35		(28)
Total	/50	_____	(40)
II. Words to Read			
One Syllable	/35		(28)
Polysyllable	/15		(12)
Phonetically Irregular	/10		(8)
Total	/60	_____	(48)
III. Syllable Division			
Underline talking vowels	/11		(9)
Pull down consonants	/ 7		(6)
Divide	/ 5		(4)
Mark vowels	/10		(8)
Total	/33	_____	(27)
IV. Spelling	/25	_____	(20)
V. Sentence Dictation			
Capital letters	/ 6		(5)
End punctuation	/ 5		(4)
Spelling	/26		(21)
Total	/37	_____	(30)
TOTAL POINTS	/205	_____	(165)

Project Read
Bloomington Public Schools
Bloomington, MN 55420

Accuracy/Mastery Test - Phonology

Name _____ Grade _____

School _____ Date _____

	Score	% Correct	80% Accuracy/ Mastery
I. Sound Symbol			
Consonants & Digraphs	/12		(10)
Long & Short Single Vowels	/13		(10)
R Controls	/12		(10)
Vowel Teams & Diphthongs	/25		(20)
Patterns & Suffixes	/18		(14)
Total	/80	_____	(64)
II. Words to Read			
One Syllable	/25		(20)
Polysyllable	/25		(20)
Phonetically Irregular	/15		(12)
Total	/65	_____	(52)
III. Syllable Division			
Underline Vowels	/19		(15)
Pull Down Consonants	/16		(13)
Divide	/10		(8)
Mark Vowels	/16		(13)
Total	/61	_____	(49)
IV. Spelling	/25	_____	(20)
V. Sentence Dictation			
Capital Letters	/ 7		(6)
End Punctuation	/ 5		(4)
Internal Punctuation	/ 4		(3)
Spelling	/38		(30)
Total	/54	_____	(43)
TOTAL POINTS	/285	_____	(228)